

Political and Legal Aspects of the Transformation of the Content and Forms of Education Under the Pressure of the Pandemic

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Abstract

The main purpose of the article is to study the legal aspects of the transformation of the content and forms of education under the pressure of the pandemic. The global COVID-19 pandemic that began in 2020 exacerbated the global economic and social crisis and revealed new social problems that need to be addressed urgently. First of all, these are problems in the field of human health, problems of medicine and its financing, psychological problems caused by the total restriction of social contacts of people, problems of suicides, aggressive behavior, intolerance, violence and many other social problems. It would seem that the problems of education are not relevant today. But we cannot agree with this. A number of theoretical methods of analysis were applied during the study. Based on the results of the study, key legal aspects of the transformation of the content and forms of education under the pressure of the pandemic were identified.

Keywords:

Legal aspects, education, pandemic, COVID-19, forms of education.

1. Introduction

The strategic task at the present stage is to build a civil, democratic society on the basis of intellectuality and the formation of the spiritual and moral potential of the nation. The basis of such a society is beginning to be laid in the educational environment. The field of education is one of the most important aspects and performs the function of national security. The trends of modern society put forward new requirements for the education system. Its dynamic development should contribute to economic and spiritual prosperity and compliance with modern realities.

Modern society cannot function in any way without the education system, which is one of the most important factors of human development,

involved in all events at all stages of human development. Education at the present stage is radically different from the former education system in the past. The increase in information channels, ease of access to information, its diversity create the need for changes in the education system.

The state legal policy in the field of education and science plays a decisive role in ensuring the development of human capital and obtaining economic benefits through stable economic growth, social and individual well-being, future prosperity and quality of life. Achieving these goals requires legal initiatives, long-term investments and effective management decisions.

The global educational community faced a global challenge in 2020 caused by the pandemic caused by the spread of the SARS-CoV-2 coronavirus. Most countries were not ready for a large-scale pandemic; their measures were formed ad hoc. To counteract the spread of COVID-19 around the world, educational institutions have been temporarily closed. This determines the relevance of the research topic.

The main purpose of the article is to study the legal aspects of the transformation of the content and forms of education under the pressure of the pandemic.

2. Methodology

The research methodology used is due to the specifics of the chosen topic of the article, which combines both general theoretical and administrative-legal elements. The dominant method used in the article was dialectical; he made it possible to study

the legal nature of education. Also, the study is based on an interdisciplinary approach, which made it possible to study the subject of research from the standpoint of pedagogy and law.

3. Research Results and Discussions

The COVID-19 pandemic has brought quarantine, distance learning and work around the world. This influenced higher education systems, which began to transform the format, teaching methods and examinations. The coronavirus has accelerated the transition of higher education from traditional to online format. However, the global education systems entered the COVID-19 pandemic under different conditions. The coronavirus has divided the higher education map of the world into more trained and experienced, as well as untrained and inexperienced digital-based online education systems.

The COVID-19 pandemic has led to the closure of schools in 20 countries and early childhood education in 19 countries in Europe and Central Asia. This had a significant impact on 49.8 million preschool and secondary school children, with disrupted or non-existent education during the last term of school at the peak of school closures. The pandemic has greatly exacerbated contemporary educational and social inequalities in the region. Children from low-income families, children living in rural areas with poor infrastructure, children from ethnic and linguistic minorities, children with disabilities, migrant and refugee children, children in conflict with the law, children and youth not attending school, as well as children in difficult life circumstances or from families where violence is used and pandemics faced significant barriers to participation in the educational process and learning and had lower educational and social outcomes than their peers.

Teachers, school leaders, educators and decision makers at the local and national levels face a significant challenge. Failure to respond to this challenge will affect the lives of children, youth, families, communities and societies, both socially and economically. That is why building the resilience of the education system through targeted legal planning to provide quality inclusive education for the most marginalized children should be a priority in

the coming months and years, and a key principle for restoring improved education and schools.

While the pandemic has significantly disrupted education and deepened existing inequalities, it has also opened up opportunities for a legal transformation of pedagogy and school ethos: introducing new teaching and learning methods, new ways of communicating with children and families, and new features to increase overall levels of concern for well-being students. Countries will benefit greatly from implementing creative pandemic responses in education at the school, local and national levels. Valuable experience will be gained, valuable lessons will be acquired that can be used in planning the educational process and reforms for the next years. This opportunity should not be neglected, and it requires a planning process that constantly assesses the situation, plans to address inequalities, encourages documentation of the process and results of interventions, and monitors and evaluates practices to improve their effectiveness and preserve best practices.

The main legal aspects of the transformation of education in a pandemic are presented in Fig. 1.

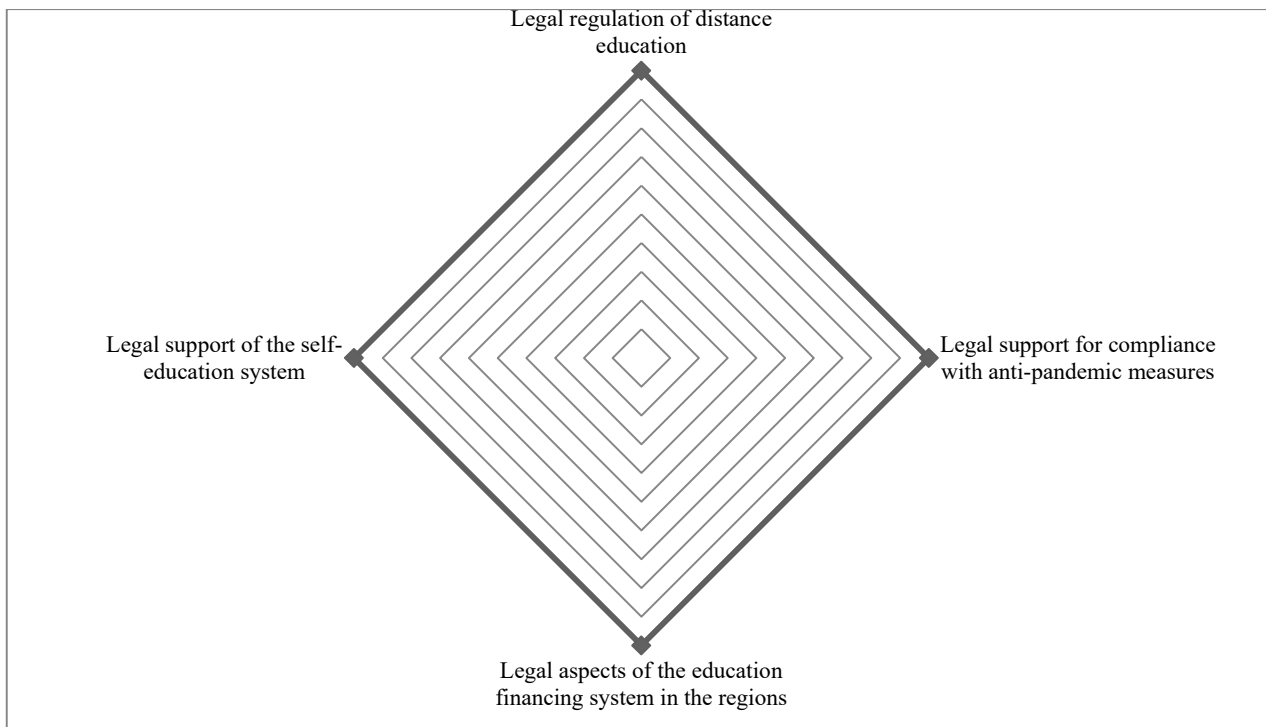


Fig.1. The main legal aspects of the transformation of education in a pandemic

Over the past three years, the system of higher education has undergone accelerated legal transformations in its various structural components (a network of institutions, mechanisms for the functioning of universities and higher educational institutions of different levels of accreditation, forms, methods and means of organizing the educational process), associated primarily with the challenges that have arisen before the system of higher education in particular and the world as a whole due to the spread of coronavirus and the introduction of quarantine measures in each of the countries. The colossal challenges that forced higher education to respond to quarantine restrictions, through social distancing, are reformatted into new forms of organizing the educational process in a forced mode. The pandemic has affected the habitual lifestyles of students, their families, teachers, caused far-reaching economic and social consequences, exacerbated a number of socio-economic issues, including equality of access to education (different levels of provision of families with means for distance learning and unequal access to high-quality Internet) ; providing educational services to students with special

educational needs (students with certain nosologies do not have the opportunity to receive educational services remotely); other socio-economic problems caused by the pandemic.

The main legal challenges for higher education institutions at the beginning of the pandemic were: the methodological readiness of teachers for distance learning; for European university education it was a search for improvement in distance education forms and quality. At the present stage of overcoming the challenges to higher education, the attention of researchers is directed to predicting further problems associated with the loss of students' motivation for educational activities, a decrease in the productivity of teachers in teaching; while European ones focus on predicting the future picture of higher education, its development and transformation in the future, in the future for the next 5–10 years. The study allows scientists working on the problems of overcoming the challenges associated with social distancing and the loss of the socio-emotional aspect of the educational process to build a vector of further ways and mechanisms for the legal optimization of the organization of higher education in the post-

pandemic period, taking into account those already implemented in European countries. research and experience gained from such research.

The main legal problems of the transformation of education in the context of a pandemic are presented in Fig. 2.

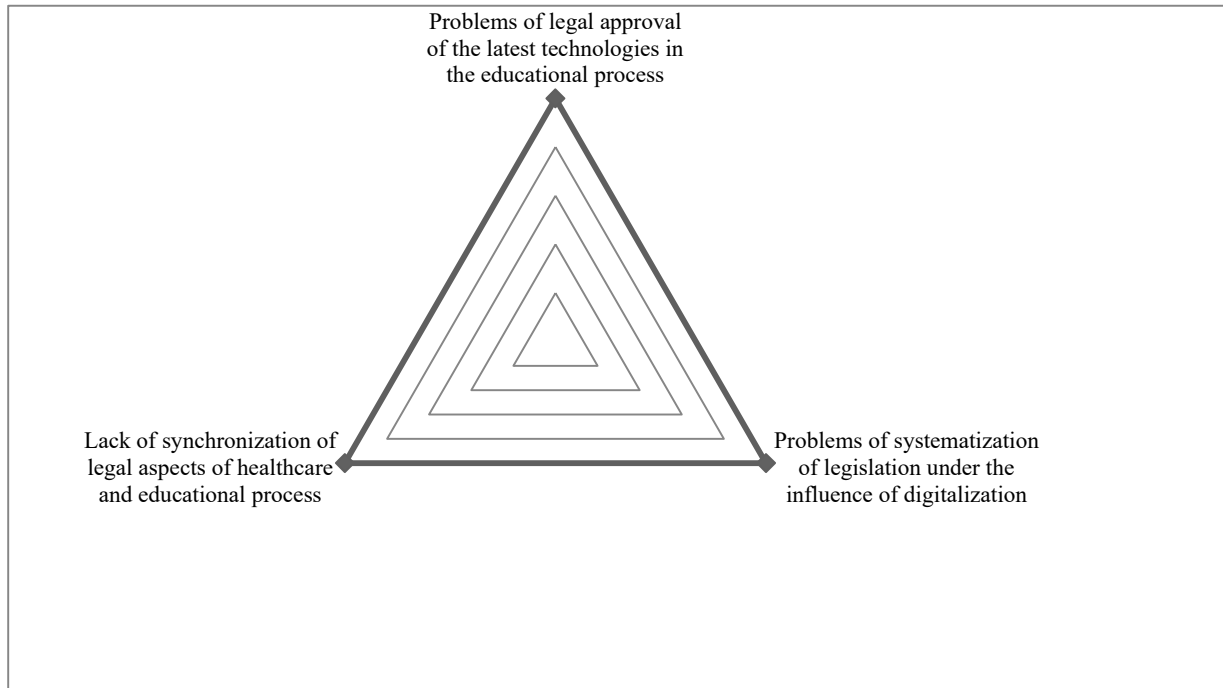


Fig.2. The main legal problems of the transformation of education in the context of a pandemic

The COVID-19 pandemic has caused major changes in the educational systems of all countries without exception. She actually expressed the already existing problems in education, which had accumulated for a long time and were not considered properly. This has made it harder to achieve internationally defined education goals and has disproportionately affected the poorer and more vulnerable. Since governments and the international community are responsible for upholding the declared principles and carrying out reforms, increased attention should be paid to educational policy in the context of the COVID-19 pandemic.

Technological problems are mainly related to the Internet and the lack of necessary electronic devices for students. Social problems are mainly caused by the lack of interaction between teachers and students, as well as among the latter, the lack of physical space at home for learning and supporting parents. Politicians, businesses, experts, schools, students and families should work closely together to

develop accessible learning environments, educational resources and tools.

It should be emphasized that the special mission of this study is also to prepare a legal methodological concept for predicting the further development and transformation of higher education, forms the basis for the implementation of scientific research on a practice-oriented principle, which will be based on real practice and arise from the demands of the educational practice of higher education establishments. Taking into account the outlined, in today's conditions, the conducted analytical study requires further theoretical and methodological understanding and expansion, conducting empirical scientific research, which represents the prospect of further scientific research.

4. Conclusions

The modern world requires from students - future specialists and their teachers more new knowledge and skills, fluency in foreign languages, experience in intercultural communication. Understanding all this and recognizing higher education as one of the priorities of its activities in the framework of cooperation with neighboring and more distant countries, the European Commission develops and implements new and improves existing educational programs that allow students and scientists to receive scholarships and grants for further education. in European countries. Thanks to this, tens of thousands of teachers, students and scientists annually study, work and teach in different countries of the world within the framework of international academic programs.

The task of education in the European context is to promote the development of civic consciousness based on such values as solidarity, democracy, equality and mutual respect. Important elements of education are respect for cultural and ethnic identity and, at the same time, the fight against various forms of chauvinism and xenophobia. That is why the legal element of educational policy is the study of foreign languages and the acquisition of knowledge about other countries. Particular attention should be focused on transnational cooperation between individual education systems.

Education, law and science in a globalizing world have become a determining factor in human development. Today they are an uncontested means of national self-affirmation. To become a full-fledged participant in global politics, economics and culture can only be a country in which intellectual professions have become massive, and investments in human development are the most significant and effective.

The process of European integration cannot be limited only by political and economic factors. It is intended to cover all spheres of public life: economic, political, legal, scientific, cultural, educational. In addition, it is the legal development of society that is the main condition and guarantee of successful progress in this direction. Among other factors, integration in the educational sphere is one of the most important - a long-term factor in the whole process. After all, it is education that largely lays down the views, values, ways of perceiving and

interpreting the world. Therefore, the proximity or at least the proportionality of education should become an effective stimulus for the process of European integration in the long term.

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